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AUTHOR Stolworthy, Reed L.
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ABSTRACT

This follow-up study of first year teachers involved a population of 74 undergraduates who had completed the Washburn University (Kansas) teacher preparation program. Data were obtained relative to the undergraduates' status in teaching during the 1985-86 academic school year and their individual self-evaluations regarding 25 selected competencies related to teaching. The data obtained from the first year teachers were also compared to their own self-evaluation obtained while they were previously serving (approximately one year before) as student teachers during the fall of 1984 and the spring of 1985 respectively. Also included were the student teaching evaluations completed during the fall of 1984 and the spring of 1985 by the same individuals' cooperating teachers and university supervisors. The principals who observed the undergraduates as first year teachers were also involved in the study, evaluating them relative to the same selected competencies. Descriptive and inferential statistics are applied to the data. (JD)

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EVALUATING TEACHING COMPETENCIES: AN ANALYSIS OF THE VARIANCE EXISTING IN DIFFERENT ASSESSMENTS

SUBMITTED BY

DR. REED L. STOLWORTHY
ASSOCIATE PROFESSOR OF EDUCATION
WASHBURN UNIVERSITY

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The Evaluative Instruments

EVALUATING TEACHING COMPETENCIES: AN ANALYSIS OF THE VARIANCE EXISTING AMONG DIFFERENT ASSESSMENTS

This study of potential first year teachers involved a population of 32 (n = 32) undergraduates certified to teach by Washburn University's teacher preparation program during Fall Semester of 1984 and 42 (n = 42) undergraduates during the Spring semester of 1985 for a total of 74 (N = 74) undergraduates. Data were obtained relative to the undergraduates' self evaluation regarding the ability to demonstrate twenty-five teaching competencies. The data obtained from the first year teachers during the Spring of 1986 were also compared to their own self evaluation previously obtained in regards to the same twenty-five teaching competencies which were evaluated during the Fall of 1984 and the Spring of 1985, respectively. In addition, the student teaching evaluations completed during the Fall of 1984 and the Spring of 1985 by the above undergraduates' cooperating teacher(s) and university supervisor were also included regarding the evaluation of the very same teaching competencies. Further, the principal which observed the respective undergraduate as a first year teacher was also involved in the study by assessing the readiness and skill of the undergraduate in demonstrating the same twenty-five competencies.

The evaluative instrument applied in the study contained a rating scale from 1 to 5, with 1 indicating

incompetence and 5 indicating total competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in the particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate the competency.

Twenty-four questionnaires were returned from the 74 undergraduates. Three people could not be located, thus a 34% rate of response was obtained from the 71 respondents which had received a questionnaire. Fourteen undergraduate students indicated that they had secured a full-time teaching position. This meant that 58% of the 24 respondents indicated their success relative to fulfilling their expectation of entering the teaching profession. In addition, 7 undergraduate students reported that they were employed as substitute teachers throughout the school year. This participation as a substitute teacher involved 29% of the respondents. Consequently, 87% of those which responded reported that they were involved in teaching during the 1985-86 school year.

In order to create meaningful comparisons of the statistical data relative to the respective time periods involved in student teaching and again as first year teachers relative to the competencies included in this study, the focus was first on the undergraduates of Fall Semester, 1984 as beginning teachers during the Spring of 1986.

Problem Statement

The purpose of this study was to determine the analysis of variance found existing among the different assessments of teaching competencies demonstrated by pre-service teacher education students as student teachers and later as first year teachers. Answers were sought to the following questions:

1. How does the student teacher evaluate his/her competence in regards to the twenty-five competencies related to teaching.
2. How does the cooperating teacher and the university supervisor evaluate the student teacher's performance relative to the twenty-five competencies related to teaching?
3. How does the ex-student teacher, now as a first year teacher, evaluate his/her readiness and skill in regards to the same twenty-five competencies related to teaching?
4. How does the school principal evaluate the above ex-student teacher according to his/her performance as a first year teacher in regards to the same twenty-five competencies related to teaching?

Research Design

A review of the related research was conducted relative to attempts previously applied by various teacher preparation programs in their endeavor to evaluate the effectiveness of such programs. Several models were examined in general relative to characteristics and the underlying philosophy.

In the selection of the instrument for follow-up, the focus was on teaching competence. Since the model developed at Stephen F. Austin State University (1983) focused on relevant competencies stated objectively and in behavioral terms, the decision was made by the Washburn Department of Education to utilize that particular model. Included in this model are three areas identified as 1) professional competence, 2) instructional competence, and 3) interpersonal competence. The three areas included a total of twenty-five competencies. Nine competencies were identified for the professional area, twelve for the instructional area, and four for the interpersonal area.

Each evaluative instrument utilized in the study was based on a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if

the respondent did not have an opportunity to demonstrate a particular competency (Appendix A).

At the end of student teaching, the student teacher, cooperating teacher,and university supervisor completed their respective instrument. In addition, after approximately one year, the student teacher now a first year teacher, and the principal of the first year teacher, completed the appropriate instrument which measured the same competencies. The data were obtained from the above and tabulated and analyzed on the computer. The quantitative results were expressed through descriptive and inferential statistics.

It can readily be noticed that the left column of tables 1 through 50 lists the numbers on the rating scale with 1 indicating incompetence and 5 indicating total competence. In addition, the respondents were to check NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. The numbers listed across the tables indicate the number of responses received at each of the points on the rating scale by each of the respective groups. The means and standard deviations for each of the competencies are listed at the bottom of each table.

TABLE 1

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PRACTICING PROFESSIONAL ETHICS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	0	1	1	0	1
4	5	7	8	8	2
5	25	26	20	6	6
Competent					
NA	0	0	0	0	0
Mean (M) =	4.83	4.79	4.66	4.43	4.56
Standard Deviation (SD) =	.3726	.4088	.5430	.4948	.6849

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 2

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINING ENTHUSIASM FOR TEACHING

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	1	2	2	2	1
4	11	12	9	6	2
5	18	20	19	6	6
Competent					
NA	0	0	0	0	0
Mean (M) =	4.57	4.53	4.57	4.29	4.56
Standard Deviation (SD) =	.5587	.6056	.6155	.6998	.6849

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 3

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINING CONFIDENCE IN ABILITY TO TEACH

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	1	0
3	1	3	2	3	2
4	10	9	12	5	2
5	19	19	16	5	6
Competent					
NA	0	0	0	0	0
Mean (M) =	4.60	4.52	4.47	4.00	4.40
Standard Deviation (SD) =	.5537	.6657	.6182	.9258	.7999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 4

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINING PROFESSIONAL APPEARANCE

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	1	0	0	0
2	0	0	1	0	0
3	1	3	2	1	0
4	10	5	10	4	4
5	19	25	15	9	5
Competent					
NA	0	0	0	0	0
Mean (M) =	4.60	4.56	4.39	4.57	4.56
Standard Deviation (SD) =	.5537	.8808	.7717	.6226	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 5

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS COMMUNICATING EFFECTIVELY IN THE CLASSROOM

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	1	0	0
3	1	4	6	3	0
4	19	12	10	6	4
5	10	16	13	5	5
Competent					
NA	0	1	0	0	0
Mean (M) =	4.30	4.38	4.17	4.14	4.56
Standard Deviation (SD) =	.5259	.6959	.8595	.7423	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 6

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PARTICIPATING IN PROFESSIONAL ASSOCIATION

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	1	0
2	0	1	1	3	0
3	2	1	1	3	0
4	4	2	2	4	2
5	3	11	3	1	2
Competent					
NA	20	19	23	2	5
Mean (M) =	4.11	4.53	4.00	3.08	4.50
Standard Deviation (SD) =	.7370	.8844	1.069	1.1149	.4999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 7

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS REQUESTING, ACCEPTING, AND PROFITING FROM SUGGESTIONS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	0	3	2	1	0
4	7	8	6	5	4
5	23	23	21	8	5
Competent					
NA	0	0	0	0	0
Mean (M) =	4.77	4.59	4.66	4.50	4.56
Standard Deviation (SD) =	.4229	.6470	.6032	.6267	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 8

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PRACTICING PUNCTUALITY

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	1	0	1
3	1	4	1	0	0
4	9	3	5	5	1
5	20	27	22	9	7
Competent					
NA	0	0	0	0	0
Mean (M) =	4.63	4.68	4.66	4.64	4.56
Standard Deviation (SD) =	.5467	.6739	.7083	.4791	.9558

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 9

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PARTICIPATING IN SCHOOL ACTIVITIES

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	0	1	0	0	1
4	5	5	4	7	0
5	19	23	21	7	7
Competent					
NA	6	4	2	0	0
Mean (M) =	4.79	4.76	4.84	4.50	4.75
Standard Deviation (SD) =	.4061	.5020	.3666	.4999	.6614

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 10

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS USING APPROPRIATE RESOURCES FOR THE DEVELOPMENT OF LESSONS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	1	0
3	0	2	0	3	0
4	10	8	16	8	6
5	19	24	13	2	3
Competent					
NA	1	0	0	0	0
Mean (M) =	4.67	4.65	4.45	3.79	4.33
Standard Deviation (SD) =	.4753	.5882	.4973	.7726	.4714

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 11

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS DETERMINING STUDENT NEEDS AND INTERESTS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	3	7	6	2	0
4	15	9	15	8	5
5	11	17	9	4	4
Competent					
NA	1	1	0	0	0
Mean (M) =	4.28	4.30	4.10	4.14	4.44
Standard Deviation (SD) =	.6376	.7971	.6999	.6388	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 12

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS DEVELOPING LONG-RANGE AND DAILY PLANS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	1	0	1	0
3	2	2	6	2	2
4	12	9	14	7	3
5	16	22	10	4	4
Competent					
NA	0	0	0	0	0
Mean (M) =	4.47	4.53	4.13	4.00	4.22
Standard Deviation (SD) =	.6182	.7370	.7180	.8451	.7856

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 13

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS OBTAINING APPROPRIATE RESOURCES FOR TEACHING

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	1	0
3	1	3	1	2	1
4	13	11	16	6	5
5	16	20	13	5	3
Competent					
NA	0	0	0	0	0
Mean (M) =	4.50	4.50	4.40	4.07	4.22
Standard Deviation (SD) =	.5627	.6530	.5537	.8835	.6285

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 14

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS CHOOSING APPROPRIATE STRATEGIES FOR TEACHING

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	1	0
2	0	0	0	0	0
3	1	4	2	4	1
4	18	11	17	4	5
5	11	19	11	4	3
Competent					
NA	0	0	0	1	0
Mean (M) =	4.33	4.44	4.30	3.77	4.22
Standard Deviation (SD) =	.5374	.6941	.5859	1.120	.6285

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 15

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS PRESENTING LESSONS EFFECTIVELY

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	1	0
3	1	4	4	3	2
4	15	9	10	6	3
5	14	21	16	4	4
Competent					
NA	0	0	0	0	0
Mean (M) =	4.43	4.50	4.40	3.93	4.22
Standard Deviation (SD) =	.5587	.6966	.7118	.8835	.7856

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 16

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MANAGING CLASSROOM FACILITIES EFFECTIVELY

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	2	2	3	1	2
4	7	17	8	9	2
5	21	14	18	4	5
Competent					
NA	0	1	0	0	0
Mean (M) =	4.63	4.36	4.52	4.21	4.33
Standard Deviation (SD) =	.6046	.5938	.6757	.5578	.8164

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 17

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS EFFECTIVELY MANAGING CLASSROOM BEHAVIOR

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	1	1
3	6	5	3	1	0
4	13	17	12	7	4
5	11	11	15	5	4
Competent					
NA	0	0	0	0	0
Mean (M) =	4.17	4.18	4.40	4.14	4.22
Standard Deviation (SD) =	.7340	.6721	.6633	.8329	.9162

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 18

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS DEVELOPING APPROPRIATE EVALUATION DEVICES

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	1	1	0
3	0	4	2	3	1
4	15	7	16	6	5
5	12	20	11	4	2
Competent					
NA	3	3	0	0	1
Mean (M) =	4.44	4.52	4.23	3.93	4.13
Standard Deviation (SD) =	.4969	.7126	.7156	.8835	.5994

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 19

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS ASSESSING AND INTERPRETING STUDENT PROGRESS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	1	1	0	0
3	0	3	2	5	0
4	13	7	13	6	4
5	17	19	14	3	4
Competent					
NA	0	3	0	0	1
Mean (M) =	4.57	4.47	4.33	3.86	4.50
Standard Deviation (SD) =	.4955	.8055	.7453	.7423	.4999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 20

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS WORKING EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	1	0
3	1	1	0	2	0
4	7	4	3	1	3
5	15	18	16	6	5
Competent					
NA	7	9	11	4	1
Mean (M) =	4.61	4.74	4.84	4.20	4.63
Standard Deviation (SD) =	.5702	.5289	.3646	1.077	.4841

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 21

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS WORKING EFFECTIVELY WITH EXCEPTIONAL STUDENTS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	1	0	0
3	0	0	0	3	0
4	3	6	3	4	5
5	9	9	15	4	4
Competent					
NA	18	17	10	3	0
Mean (M) =	4.75	4.60	4.68	4.09	4.44
Standard Deviation (SD) =	.4330	.4898	.7292	.7925	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 22

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS DEVELOPING RAPPORT WITH STUDENTS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	1	2	2	1	0
4	7	9	8	3	3
5	21	23	20	10	6
Competent					
NA	1	0	0	0	0
Mean (M) =	4.69	4.63	4.60	4.64	4.67
Standard Deviation (SD) =	.5319	1.7984	.6110	.6102	.4714

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 23

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS COUNSELING STUDENTS APPROPRIATELY

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	1	5	0	2	1
4	14	7	13	6	5
5	13	18	15	5	3
Competent					
NA	2	4	2	1	0
Mean (M) =	4.43	4.43	4.54	4.23	4.22
Standard Deviation (SD) =	.5624	.7608	.4987	.6965	.6485

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 24

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS COOPERATING WITH ALL SCHOOL PERSONNEL

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	1	2	0	1	0
4	3	2	6	5	2
5	26	27	24	8	7
Competent					
NA	0	1	0	0	0
Mean (M) =	4.83	4.81	4.80	4.50	4.78
Standard Deviation (SD) =	.4533	.5339	.3999	.6267	.4157

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 25

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINING APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL, OPEN-MINDEDNESS, FLEXIBILITY

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	0	0	0
3	0	2	2	0	1
4	4	6	6	6	3
5	26	25	22	8	5
Competent					
NA	0	0	0	0	0
Mean (M) =	4.87	4.70	4.67	4.57	4.44
Standard Deviation (SD) =	.3399	.5765	.5962	.4948	.6849

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 26

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PRACTICING PROFESSIONAL ETHICS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	0	0	0	0
3	1	2	1	0	1
4	12	11	2	8	2
5	26	38	39	6	6
Competent					
NA	3	1	3	0	0
Mean (M) =	4.64	4.57	4.90	4.43	4.56
Standard Deviation (SD) =	.5304	.8797	.3657	.4948	.6849

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 27

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINGING ENTHUSIASM FOR TEACHING

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	3	1	0	0
3	1	5	4	2	1
4	13	12	7	6	2
5	28	34	33	6	6
Competent					
NA	3	1	3	0	0
Mean (M) =	4.64	4.43	4.60	4.29	4.56
Standard Deviation (SD) =	.5265	.8735	.7423	.6998	.6849

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 28

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINING CONFIDENCE IN THE ABILITY TO TEACH

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	1	0	0	0
2	0	4	1	1	0
3	2	7	8	3	2
4	19	15	10	5	2
5	21	27	26	5	5
Competent					
NA	0	0	0	0	0
Mean (M) =	4.45	4.17	4.36	4.00	4.33
Standard Deviation (SD) =	.5856	1.031	.8473	.9258	.8164

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 29

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINING PROFESSIONAL APPEARANCE

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	4	0	0	0
3	1	3	2	1	0
4	15	11	13	4	4
5	26	36	29	9	5
Competent					
NA	0	0	1	0	0
Mean (M) =	4.60	4.46	4.61	4.57	4.56
Standard Deviation (SD) =	.5371	.8967	.5727	.6226	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 30

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS COMMUNICATING EFFECTIVELY IN THE CLASSROOM

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	1	4	1	0	0
3	4	5	7	3	0
4	21	15	15	6	4
5	16	26	22	5	5
Competent					
NA	0	2	0	0	0
Mean (M) =	4.24	4.13	4.29	4.14	4.56
Standard Deviation (SD) =	.7174	1.1099	.8061	.7423	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 31

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PARTICIPATING IN PROFESSIONAL ORGANIZATION

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	2	0	0	1	0
2	0	2	0	3	0
3	2	1	0	3	0
4	9	2	4	4	2
5	8	13	4	1	2
Competent					
NA	21	34	37	2	5
Mean (M) =	4.00	4.44	4.50	3.08	4.50
Standard Deviation (SD) =	1.1547	1.0122	.4999	1.1149	.4999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 32

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS REQUESTING, ACCEPTING AND PROFITING FROM SUGGESTIONS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	1	0	0	0
3	4	2	2	1	0
4	8	10	4	5	4
5	28	38	38	8	5
Competent					
NA	2	1	1	0	0
Mean (M) =	4.60	4.53	4.82	4.50	4.56
Standard Deviation (SD) =	.6633	.9437	.4895	.6267	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 33

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PRACTICING PUNCTUALITY

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	1	0	0	0
2	1	2	0	0	1
3	4	5	2	0	0
4	7	13	0	5	1
5	29	32	40	9	7
Competent					
NA	1	1	3	0	0
Mean (M) =	4.56	4.38	4.90	4.64	4.56
Standard Deviation (SD) =	.7666	.9361	.4259	.4791	.9558

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 34

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS PARTICIPATING IN SCHOOL ACTIVITIES

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	1	1	0	0	0
3	4	4	1	0	1
4	7	9	4	7	0
5	24	29	27	7	7
Competent					
NA	6	9	13	0	1
Mean (M) =	4.50	4.38	4.81	4.50	4.75
Standard Deviation (SD) =	.7993	1.038	.4635	.4999	.6614

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 35

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS USING APPROPRIATE RESOURCES FOR THE DEVELOPMENT OF LESSONS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	1	0	1	0
3	0	5	5	3	0
4	12	12	10	8	6
5	25	35	30	2	3
Competent					
NA	5	1	0	0	0
Mean (M) =	4.68	4.53	4.56	3.79	4.33
Standard Deviation (SD) =	.4681	.7423	.6849	.7726	.4714

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 36

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS DETERMINING STUDENT NEEDS AND INTERESTS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	2	0	0	0
3	4	6	2	2	0
4	20	14	20	8	5
5	17	27	23	4	4
Competent					
NA	1	3	0	0	0
Mean (M) =	4.32	4.35	4.47	4.14	4.44
Standard Deviation (SD) =	.6416	.8463	.5811	.6388	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 37

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS DEVELOPING LONG-RANGE AND DAILY PLANS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	7	1	1	0
3	4	6	6	2	2
4	15	12	11	7	3
5	23	29	27	4	4
Competent					
NA	0	0	0	0	2
Mean (M) =	4.45	4.17	4.42	4.00	4.22
Standard Deviation (SD) =	.6619	1.067	.8024	.8451	.7856

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 38

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS OBTAINING APPROPRIATE RESOURCES FOR TEACHING

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	1	0	0	0
2	0	1	0	1	0
3	3	6	6	2	1
4	16	14	10	6	5
5	22	32	29	5	3
Competent					
NA	1	0	0	0	0
Mean (M) =	4.46	4.39	4.51	4.07	4.22
Standard Deviation (SD) =	.6284	.8906	.7187	.8835	.6285

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 39

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS CHOOSING APPROPRIATE STRATEGIES FOR TEACHING

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	1	0	1	0
2	1	3	0	0	0
3	3	10	7	4	1
4	23	8	22	4	5
5	14	32	16	4	3
Competent					
NA	1	0	0	1	0
Mean (M) =	4.22	4.24	4.20	3.77	4.22
Standard Deviation (SD) =	.6811	1.052	.6863	1.120	.6285

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 40

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS PRESENTING LESSONS EFFECTIVELY

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	1	2	1	0
3	7	7	5	3	2
4	16	14	14	6	3
5	19	29	24	4	4
Competent					
NA	0	1	0	0	0
Mean (M) =	4.29	4.26	4.33	3.93	4.22
Standard Deviation (SD) =	.7330	1.012	.8432	.8835	.7856

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 41

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MANAGING CLASSROOM FACILITIES EFFECTIVELY

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	1	0	0	0
2	0	2	0	0	0
3	1	7	5	1	2
4	24	13	19	9	2
5	17	30	21	4	5
Competent					
NA	0	1	0	0	0
Mean (M) =	4.38	4.30	4.36	4.21	4.33
Standard Deviation (SD) =	.5323	.9631	.6718	.5578	.8164

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 42

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS EFFECTIVELY MANAGING CLASSROOM BEHAVIOR

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	2	1	1	1
3	5	6	8	1	0
4	21	20	21	7	4
5	13	24	15	5	4
Competent					
NA	3	0	0	0	0
Mean (M) =	4.21	4.15	4.11	4.14	4.22
Standard Deviation (SD) =	.6476	1.007	.7665	.8329	.9162

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 43

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS DEVELOPING APPROPRIATE EVALUATION DEVICES

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	1	0	0	1	0
3	3	3	2	3	1
4	16	15	13	6	5
5	17	27	19	4	2
Competent					
NA	5	7	10	0	1
Mean (M) =	4.32	4.38	4.50	3.93	4.13
Standard Deviation (SD) =	.7391	.9352	.6063	.8835	.5994

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE44

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS ASSESSING AND INTERPRETING STUDENT PROGRESS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	0	0	0	0
3	3	4	0	5	0
4	16	18	14	6	4
5	17	27	19	3	4
Competent					
NA	6	3	12	0	1
Mean (M) =	4.39	4.33	4.58	3.86	4.50
Standard Deviation (SD) =	.6358	.9217	.4942	.7423	.4999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 45

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS WORKING EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	1	0	1	0
3	1	2	2	2	0
4	13	5	3	1	3
5	14	34	23	6	5
Competent					
NA	14	12	17	4	1
Mean (M) =	4.46	4.71	4.75	4.20	4.63
Standard Deviation (SD) =	.5658	.6649	.5747	1.077	.4841

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 46

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS WORKING EFFECTIVELY WITH EXCEPTIONAL STUDENTS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	0	1	0	0
3	0	2	0	3	0
4	3	2	4	4	5
5	14	15	19	4	4
Competent					
NA	15	25	21	3	0
Mean (M) =	4.82	4.68	4.71	4.09	4.44
Standard Deviation (SD) =	.3812	.6531	.6757	.7925	.4969

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 47

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS DEVELOPING RAPPORT WITH STUDENTS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	4	1	0	0
3	2	6	2	1	0
4	12	5	11	3	3
5	26	35	30	10	6
Competent					
NA	2	4	1	0	0
Mean (M) =	4.60	4.42	4.59	4.64	4.67
Standard Deviation (SD) =	.5830	.9816	.6848	.6102	.4714

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 48

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS COUNSELING STUDENTS APPROPRIATELY

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	3	0	0	0
3	1	3	1	2	1
4	16	10	11	6	5
5	20	10	19	5	3
Competent					
NA	5	8	14	1	0
Mean (M) =	4.51	4.46	4.58	4.23	4.22
Standard Deviation (SD) =	.5512	.8774	.5549	.6965	.6285

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 49

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS COOPERATING WITH ALL SCHOOL PERSONNEL

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	0	0	0	0
3	0	1	0	1	0
4	8	5	7	5	2
5	33	45	28	8	7
Competent					
NA	1	1	10	0	0
Mean (M) =	4.80	4.72	4.80	4.50	4.78
Standard Deviation (SD) =	.3962	.8327	.3999	.6267	.4157

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 50

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND AS FIRST YEAR TEACHERS MAINTAINGING APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL, OPEN-MINDEDNESS, FLEXIBILITY

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	0	0	0	0
3	1	5	2	0	1
4	7	5	6	6	3
5	32	44	37	8	5
Competent					
NA	2	1	0	0	0
Mean (M) =	4.78	4.57	4.78	4.57	4.44
Standard Deviation (SD) =	.4736	.9418	.5115	.4948	.6849

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 51

PRACTICING PROFESSIONAL ETHICS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.915	.666	* .317	.498
Cooperating Teachers Fall 84	.915	1.000	.737	** .378	.563
University Supervisor Fall 84	.666	.737	1.000	.563	.792
First Yr. Teachers Spring 86	*.317	**.378	.563	1.000	.737
School Principals Spring 86	.498	.563	.792	.737	1.000

*p<.317 or .32 level of significance

**p<.378 or .38 level of significance

TABLE 52

MAINTAINING ENTHUSIASM FOR TEACHING

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.904	1.000	*.435	1.000
Cooperating Teachers Fall 84	.904	1.000	.904	.501	.929
University Supervisor Fall 84	1.000	.904	1.000	*.435	1.000
First Yr. Teachers Spring 86	*.435	.501	*.435	1.000	**.451
School Principals Spring 86	1.000	.929	1.000	**.451	1.000

*p<.435 or .44 level of significance

**p<.451 or .45 level of significant

TABLE 53

MAINTAINING CONFIDENCE IN THE ABILITY TO TEACH

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	1.000	.962	* .215	.941
Cooperating Teachers Fall 84	1.000	1.000	1.000	**.226	.965
University Supervisor Fall 84	.962	1.000	1.000	.233	1.000
First Yr. Teachers Spring 86	*.215	**.226	.233	1.000	.243
School Principals Spring 86	.941	.965	1.000	.243	1.000

*p<.215 or .22 level of significance

**p<.226 or .23 level of significance

TABLE 54

MAINTAINING PROFESSIONAL APPEARANCE

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.735	*.097	.796	.735
Cooperating Teachers Fall 84	.735	1.000	**.170	.930	1.000
University Supervisor Fall 84	*.097	**.170	1.000	.148	**.170
First Yr. Teachers Spring 86	.796	.930	.148	1.000	.930
School Principals Spring 86	.735	1.000	**.170	.930	1.000

*p<.097 or .10 level of significance

**p<.170 or .17 level of significance

TABLE 55

MAINTAINING PROFESSIONAL APPEARANCE

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.804	.697	.635	.446
Cooperating Teachers Fall 84	.804	1.000	.536	.480	.595
University Supervisor Fall 84	.697	.536	1.000	.925	**.254
First Yr. Teachers Spring 86	.635	.480	.925	1.000	*.221
School Principals Spring 86	.446	.595	**.254	*.221	1.000

*p<.221 or .22 level of significance

**p<.254 or .25 level of significance

TABLE 56

PARTICIPATING IN PROFESSIONAL ORGANIZATION

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.788	.943	.528	.801
Cooperating Teachers Fall 84	.788	1.000	.738	*.384	1.000
University Supervisor Fall 84	.943	.738	1.000	.572	.751
First Yr. Teachers Spring 86	.528	*.384	.572	1.000	**.393
School Principals Spring 86	.801	1.000	.751	**.393	1.000

*p<.384 or .38 level of significance

**p<.393 or .39 level of significance

TABLE 57

REQUESTING, ACCEPTING, AND PROFITING FROM SUGGESTIONS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.419	.616	*.226	**.343
Cooperating Teachers Fall 84	.419	1.000	.744	.679	.884
University Supervisor Fall 84	.616	.744	1.000	.470	.648
First Yr. Teachers Spring 86	*.226	.679	.470	1.000	.777
School Principals Spring 86	**.343	.884	.648	.777	1.000

*p<.226 or .23 level of significance

**p<.343 or .34 level of significance

TABLE 58

PRACTICING PUNCTUALITY

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.419	.623	.861	.257
Cooperating Teachers Fall 84	.419	1.000	.737	.514	*.064
University Supervisor Fall 84	.623	.737	1.000	.737	**.114
First Yr. Teachers Spring 86	.861	.514	.737	1.000	.198
School Principals Spring 86	.257	*.064	**.114	.198	1.000

*p<.064 or .06 level of significance

**p<.114 or .11 level of significance

TABLE 59

PARTICIPATING IN SCHOOL ACTIVITIES

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.934	.888	.450	.911
Cooperating Teachers Fall 84	.934	1.000	.824	**.496	1.000
University Supervisor Fall 84	.888	.824	1.000	*.383	.804
First Yr. Teachers Spring 86	.450	**.496	*.383	1.000	.513
School Principals Spring 86	.911	1.000	.804	.513	1.000

*p<.383 or .38 level of significance

**p<.496 or .50 level of significance

TABLE 60

USING APPROPRIATE RESOURCES FOR THE DEVELOPMENT OF LESSONS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	1.000	.815	*.386	.726
Cooperating Teachers Fall 84	1.000	1.000	.831	**.395	.740
University Supervisor Fall 84	.815	.831	1.000	.507	.897
First Yr. Teachers Spring 86	*.386	**.395	.507	1.000	.586
School Principals Spring 86	.726	.740	.897	.586	1.000

*p<.386 or .39 level of significance

**p<.395 or .40 level of significance

TABLE 61

DETERMINING STUDENT NEEDS AND INTERESTS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.931	.465	.568	.515
Cooperating Teachers Fall 84	.931	1.000	.420	.515	.568
University Supervisor Fall 84	.465	.420	1.000	.862	*.174
First Yr. Teachers Spring 86	.568	.515	.862	1.000	**.227
School Principals Spring 86	.515	.568	*.174	**.227	1.000

*p<.174 or .17 level of significance

**p<.227 or .23 level of significance

TABLE 62

DEVELOPING LONG-RANGE AND DAILY PLANS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.898	.497	**.363	.616
Cooperating Teachers Fall 84	.898	1.000	.428	*.292	.535
University Supervisor Fall 84	.497	.428	1.000	.786	.848
First Yr. Teachers Spring 86	**.363	*.292	.786	1.000	.657
School Principals Spring 86	.616	.535	.848	.657	1.000

*p<.292 or .29 level of significance

**p<.363 or .36 level of significance

TABLE 63

OBTAINING APPROPRIATE RESOURCES FOR TEACHING

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	1.000	.822	*.373	.551
Cooperating Teachers Fall 84	1.000	1.000	.822	*.373	.551
University Supervisor Fall 84	.822	.822	1.000	**.484	.697
First Yr. Teachers Spring 86	*.373	*.373	**.484	1.000	.743
School Principals Spring 86	.551	.551	.697	.743	1.000

*p<.373 or .37 level of significance

**p<.484 or .48 level of significance

TABLE 64

CHOOSING APPROPRIATE STRATEGIES FOR TEACHING

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.874	.966	**.452	.874
Cooperating Teachers Fall 84	.874	1.000	.841	*.378	.759
University Supervisor Fall 84	.966	.841	1.000	.476	.908
First Yr. Teachers Spring 86	**.452	*.378	.476	1.000	.544
School Principals Spring 86	.874	.759	.908	.544	1.000

*p<.378 or .38 level of significance

**p<.452 or .45 level of significance

TABLE 65

PRESENTING LESSONS EFFECTIVELY

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.904	.960	**.426	.730
Cooperating Teachers Fall 84	.904	1.000	.864	*.373	.651
University Supervisor Fall 84	.960	.864	1.000	.453	.764
First Yr. Teachers Spring 86	**.426	*.373	.453	1.000	.639
School Principals Spring 86	.730	.651	.764	.639	1.000

*p <.373 or .37 level of significance

**p <.426 or .43 level of significance

TABLE 66

MANAGING CLASSROOM FACILITIES EFFECTIVELY

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.467	.758	*.259	.422
Cooperating Teachers Fall 84	.467	1.000	.662	.681	.931
University Supervisor Fall 84	.758	.662	1.000	**.408	.606
First Yr. Teachers Spring 86	*.259	.681	**.408	1.000	.738
School Principals Spring 86	.422	.931	.606	.738	1.000

*p<.259 or .26 level of significance

**p<.408 or .41 level of significance

TABLE 67

MANAGING CLASSROOM BEHAVIOR EFFECTIVELY

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.954	**.216	.861	.777
Cooperating Teachers Fall 84	.954	1.000	.236	.818	.818
University Supervisor Fall 84	**.216	.236	1.000	*.166	.329
First Yr. Teachers Spring 86	.861	.818	*.166	1.000	.660
School Principals Spring 86	.777	.818	.329	.660	1.000

*p <.166 or .17 level of significance

**p <.216 or .22 level of significance

TABLE 68

DEVELOPING APPROPRIATE EVALUATION DEVICES

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.880	.708	**.382	.586
Cooperating Teachers Fall 84	.880	1.000	.610	*.304	.495
University Supervisor Fall 84	.708	.610	1.000	.598	.851
First Yr. Teachers Spring 86	**.382	*.304	.598	1.000	.720
School Principals Spring 86	.586	.495	.851	.720	1.000

*p<.304 or .30 level of significance

**p<.382 or .38 level of significance

TABLE 69

ASSESSING AND INTERPRETING STUDENT PROGRESS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.895	.760	*.393	.927
Cooperating Teachers Fall 84	.895	1.000	.854	.456	.969
University Supervisor Fall 84	.760	.854	1.000	.564	.825
First Yr. Teachers Spring 86	*.393	.456	.564	1.000	**.436
School Principals Spring 86	.927	.969	.825	**.436	1.000

*p <.393 or .39 level of significance

**p <.436 or .44 level of significance

TABLE 70

WORKING EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.839	.729	.548	1.000
Cooperating Teachers Fall 84	.839	1.000	.875	**.432	.863
University Supervisor Fall 84	.729	.875	1.000	*.364	.751
First Yr. Teachers Spring 86	.548	**.432	*.364	1.000	.529
School Principals Spring 86	1.000	.863	.751	.529	1.000

*p<.364 or .36 level of significance

**p<.432 or .43 level of significance

TABLE 71

WORKING EFFECTIVELY WITH EXCEPTIONAL STUDENTS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.825	.917	*.371	.663
Cooperating Teachers Fall 84	.825	1.000	.905	**.478	.814
University Supervisor Fall 84	.917	.905	1.000	.416	.731
First Yr. Teachers Spring 86	*.371	**.478	.416	1.000	.624
School Principals Spring 86	.663	.814	.731	.624	1.000

*p<.371 or .37 level of significance

**p<.478 or .48 level of significance

TABLE 72

DEVELOPING RAPPORT WITH STUDENTS

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.212	*.072	.294	.670
Cooperating Teachers Fall 84	.212	1.000	.527	.823	.406
University Supervisor Fall 84	*.072	.527	1.000	.406	**.150
First Yr. Teachers Spring 86	.254	.823	.406	1.000	.527
School Principals Spring 86	.670	.406	**.150	.527	1.000

*p<.072 or .07 level of significance

**p<.150 or .15 level of significance

TABLE 73

COUNSELING STUDENTS APPROPRIATELY

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	1.000	.689	.475	.454
Cooperating Teachers Fall 84	1.000	1.000	.689	.475	.454
University Supervisor Fall 84	.689	.689	1.000	**.270	*.255
First Yr. Teachers Spring 86	.475	.475	**.270	1.000	.970
School Principals Spring 86	.454	.454	*.255	.970	1.000

*p<.255 or .26 level of significance

**p<.270 or .27 level of significance

TABLE 74

COOPERATING WITH ALL SCHOOL PERSONNEL

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.959	.938	*.421	.895
Cooperating Teachers Fall 84	.959	1.000	1.000	**.448	.938
University Supervisor Fall 84	.938	1.000	1.000	.462	.959
First Yr. Teachers Spring 86	*.421	**.448	.462	1.000	.491
School Principals Spring 86	.895	.938	.959	.491	1.000

*p<.421 or .42 level of significance

**p<.448 or .45 level of significance

TABLE 75

MAINTAINING APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL, OPEN-MINDEDNESS, FLEXIBILITY

MULTIPLE COMPARISONS: FISHER'S LSD - A MATRIX OF PROBABILITIES

RELATIVE TO FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.485	.416	**.222	*.090
Cooperating Teachers Fall 84	.485	1.000	.895	.592	.287
University Supervisor Fall 84	.416	.895	1.000	.677	.361
First Yr. Teachers Spring 86	**.222	.592	.677	1.000	.592
School Principals Spring 86	*.090	.287	.361	.592	1.000

*p<.090 or .09 level of significance

**p<.222 or .22 level of significance

TABLE 76

PRACTICING PROFESSIONAL ETHICS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.838	.477	.564	.817
Cooperating Teachers Spring 85	.838	1.000	.377	.696	1.000
University Supervisors Spring 85	.477	.377	1.000	*.204	**.366
First Year Teachers Spring 86	.564	.696	*.204	1.000	.716
School Principals Spring 86	.817	1.000	** .366	.716	1.000

*p< .204 or .20 level of significance

**p< .366 or .37 level of significance

TABLE 77

MAINTAINING ENTHUSIASM FOR TEACHING

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.570	.908	*.361	.819
Cooperating Teachers Spring 85	.570	1.000	.644	.701	.720
University Supervisors Spring 85	.908	.644	1.000	**.409	.908
First Year Teachers Spring 86	*.361	.701	**.409	1.000	.468
School Principals Spring 86	.819	.720	.908	.468	1.000

*p< .361 or .36 level of significance

**p< .409 or .41 level of significance

TABLE 78

MAINTAINING CONFIDENCE IN THE ABILITY TO TEACH

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.539	.834	*.325	.783
Cooperating Teachers Spring 85	.539	1.000	.673	.704	.719
University Supervisors Spring 85	.834	.673	1.000	**.433	.945
First Year Teachers Spring 86	*.325	.704	**.433	1.000	.470
School Principals Spring 86	.783	.719	.945	.470	1.000

*p< .325 or .33 level of significance

**p< .433 or .43 level of significance

TABLE 79

MAINTAINING PROFESSIONAL APPEARANCE

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	**.095	.894	.704	.618
Cooperating Teachers Spring 85	**.095	1.000	*.076	.180	.220
University Supervisors Spring 85	.894	*.076	1.000	.618	.535
First Year Teachers Spring 86	.704	.180	.618	1.000	.894
School Principals Spring 86	.618	.220	.535	.894	1.000

*p< .076 or .08 level of significance

**p< .095 or .10 level of significance

TABLE 80

MAINTAINING PROFESSIONAL APPEARANCE

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.712	.860	.735	.295
Cooperating Teachers Spring 85	.712	1.000	.597	.972	*.165
University Supervisors Spring 85	.860	.597	1.000	.620	.385
First Year Teachers Spring 86	.735	.972	.620	1.000	**.175
School Principals Spring 86	.295	*.165	.384	**.175	1.000

*p< .165 or .17 level of significance

**p< .175 or .18 level of significance

TABLE 81

PARTICIPATING IN PROFESSIONAL ORGANIZATION

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.789	.763	.592	.763
Cooperating Teachers Spring 85	.789	1.000	.970	**.434	.970
University Supervisors Spring 85	.763	.970	1.000	*.415	1.000
First Year Teachers Spring 86	.592	**.434	*.415	1.000	*.415
School Principals Spring 86	.763	.970	1.000	*.415	1.000

*p< .415 or .42 level of significance

**p< .434 or .43 level of significance

TABLE 82

REQUESTING, ACCEPTING AND PROFITING FROM SUGGESTIONS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.750	.335	.657	.851
Cooperating Teachers Spring 85	.750	1.000	**.208	.887	.887
University Supervisors Spring 85	.335	**.208	1.000	*.167	.256
First Year Teachers Spring 86	.657	.887	*.167	1.000	.783
School Principals Spring 86	.851	.887	.256	.783	1.000

*p< .167 or .17 level of significance

**p< .208 or .21 level of significance

TABLE 83

PRACTICING PUNCTUALITY

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.482	**.190	.747	1.000
Cooperating Teachers Spring 85	.482	1.000	*.056	.311	.482
University Supervisors Spring 85	**.190	*.056	1.000	.311	**.190
First Year Teachers Spring 86	.747	.311	.311	1.000	.747
School Principals Spring 86	1.000	.482	**.190	.747	1.000

*p< .056 or .06 level of significance

**p< .190 or .19 level of significance

TABLE 84

PARTICIPATING IN SCHOOL ACTIVITIES

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.934	.888	**.450	.911
Cooperating Teachers Spring 85	.934	1.000	.824	.496	1.000
University Supervisors Spring 85	.888	.824	1.000	*.383	.804
First Year Teachers Spring 86	**.450	.496	*.383	1.000	.513
School Principals Spring 86	.911	1.000	.804	.513	1.000

*p< .383 or .38 level of significance

**p< .450 or .45 level of significance

TABLE 85

USING APPROPRIATE RESOURCES FOR THE DEVELOPMENT OF LESSONS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.871	.897	*.380	.718
Cooperating Teachers Spring 85	.871	1.000	.974	.457	.830
University Supervisors Spring 85	.897	.974	1.000	**.440	.807
First Year Teachers Spring 86	*.380	.457	**.440	1.000	.585
School Principals Spring 86	.718	.830	.807	.585	1.000

*p< .380 or .38 level of significance

**p(.440 or .44 level of significance

TABLE 86

DETERMINING STUDENT NEEDS AND INTERESTS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.927	.664	.604	.724
Cooperating Teachers Spring 85	.927	1.000	.724	.547	.787
University Supervisors Spring 85	.664	.724	1.000	*.361	.927
First Year Teachers Spring 86	.604	.547	*.361	1.000	**.397
School Principals Spring 86	.724	.787	.927	**.397	1.000

*p< .361 or .36 level of significance

**p< .397 or .40 level of significance

TABLE 87

DEVELOPING LONG-RANGE AND DAILY PLANS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIE

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.533	.944	*.318	.607
Cooperating Teachers Spring 85	.533	1.000	.577	.700	.905
University Supervisors Spring 85	.944	.577	1.000	**.365	.653
First Year Teachers Spring 86	*.318	.700	**.365	1.000	.622
School Principals Spring 86	.607	.905	.653	.622	1.000

*p< .318 or .32 level of significance

**p< .365 or .37 level of significance

TABLE 88

OBTAINING APPROPRIATE RESOURCES FOR TEACHING

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.869	.907	**.400	.597
Cooperating Teachers Spring 85	.869	1.000	.783	.484	.704
University Supervisors Spring 85	.907	.783	1.000	*.336	.525
First Year Teachers Spring 86	**.400	.484	*.336	1.000	.735
School Principals Spring 86	.597	.704	.525	.735	1.000

*p< .336 or .34 level of significance

**p< .400 or .40 level of significance

2.5
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abcdefghijklmnopqrstuvwxyz
1234567890

TABLE 89

CHOOSING APPROPRIATE STRATEGIES FOR TEACHING

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.971	.971	**.454	1.000
Cooperating Teachers Spring 85	.971	1.000	.944	*.435	.971
University Supervisors Spring 85	.971	.944	1.000	.474	.971
First Year Teachers Spring 86	**.454	*.435	.474	1.000	**.454
School Principals Spring 86	1.000	.971	.971	**.454	1.000

*p< .435 or .44 level of significance

**p< .454 or .45 level of significance

TABLE 90

PRESENTING LESSONS EFFECTIVELY

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.945	.927	**.439	.871
Cooperating Teachers Spring 85	.945	1.000	.871	.476	.927
University Supervisors Spring 85	.927	.871	1.000	*.394	.802
First Year Teachers Spring 86	**.439	.476	*.394	1.000	.530
School Principals Spring 86	.879	.927	.802	.530	1.000

*p < .394 or .39 level of significance

**p (.439 or .44 level of significance

TABLE 91

MANAGING CLASSROOM FACILITIES EFFECTIVELY

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.655	.906	*.363	.773
Cooperating Teachers Spring 85	.655	1.000	.733	.617	.859
University Supervisors Spring 85	.906	.733	1.000	**.412	.859
First Year Teachers Spring 86	*.363	.617	**.412	1.000	.507
School Principals Spring 86	.773	.859	.859	.507	1.000

*p< .363 or .36 level of significance

**p(.412 or .41 level of significance

TABLE 92

MANAGING CLASSROOM BEHAVIOR EFFECTIVELY

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.420	**.182	.359	.884
Cooperating Teachers Spring 85	.420	1.000	.586	.884	.359
University Supervisors Spring 85	**.182	.586	1.000	.680	*.145
First Year Teachers Spring 86	.359	.884	.680	1.000	.281
School Principals Spring 86	.884	.359	*.145	.281	1.000

*p < .145 or .15 level of significance

**p < .182 or .18 level of significance

TABLE 93

DEVELOPING APPROPRIATE EVALUATION DEVICES

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.909	.742	.490	.729
Cooperating Teachers Spring 85	.909	1.000	.822	**.428	.654
University Supervisors Spring 85	.742	.822	1.000	*.314	.512
First Year Teachers Spring 86	.490	**.428	*.314	1.000	.717
School Principals Spring 86	.729	.654	.512	.717	1.000

*p< .314 or .31 level of significance

**p< .428 or .43 level of significance

TABLE 94

ASSESSING AND INTERPRETING STUDENT PROGRESS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.936	.801	.505	.882
Cooperating Teachers Spring 85	.936	1.000	.746	.554	.821
University Supervisors Spring 85	.801	.746	1.000	*.377	.914
First Year Teachers Spring 86	.505	.554	*.377	1.000	**.425
School Principals Spring 86	.882	.821	.914	**.425	1.000

*p < .377 or .38 level of significance

**p < .425 or .43 level of significance

TABLE 95

WORKING EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.673	.627	.662	.768
Cooperating Teachers Spring 85	.673	1.000	.944	**.402	.886
University Supervisors Spring 85	.627	.944	1.000	*.372	.832
First Year Teachers Spring 86	.662	**.402	*.372	1.000	.475
School Principals Spring 86	.768	.886	.832	.475	1.000

*p< .372 or .37 level of significance

**p< .402 or .40 level of significance

TABLE 96

WORKING EFFECTIVELY WITH EXCEPTIONAL STUDENTS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.849	.880	*.366	.625
Cooperating Teachers Spring 85	.849	1.000	.968	.453	.751
University Supervisors Spring 85	.880	.968	1.000	**.432	.724
First Year Teachers Spring 86	*.366	.453	**.432	1.000	.652
School Principals Spring 86	.625	.751	.724	.652	1.000

*p< .366 or .37 level of significance

**p< .432 or .43 level of significance

TABLE 97

DEVELOPING RAPPORT WITH STUDENTS

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.245	.945	.785	.646
Cooperating Teachers Spring 85	.245	1.000	.271	**.161	*.115
University Supervisors Spring 85	.945	.271	1.000	.738	.601
First Year Teachers Spring 86	.785	**.161	.738	1.000	.835
School Principals Spring 86	.646	*.115	.601	.835	1.000

*p< .115 or .12 level of significance

**p< .161 or .16 level of significance

TABLE 98

COUNSELING STUDENTS APPROPRIATELY

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.873	.824	.409	.395
Cooperating Teachers Spring 85	.873	1.000	.714	.493	.475
University Supervisors Spring 85	.824	.714	1.000	**.298	*.285
First Year Teachers Spring 86	.409	.493	**.298	1.000	1.000
School Principals Spring 86	.395	.475	*.285	1.000	1.000

*p< .285 or .29 level of significance

**p(.298 or .30 level of significance

TABLE 99

COOPERATING WITH ALL SCHOOL PERSONNEL

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.818	1.000	*.420	.954
Cooperating Teachers Spring 85	.818	1.000	.818	.550	.861
University Supervisors Spring 85	1.000	.818	1.000	*.420	.954
First Year Teachers Spring 86	*.420	.550	*.420	1.000	**.449
School Principals Spring 86	.954	.861	.954	**.449	1.000

*p< .420 or .42 level of significance

**p< .449 or .45 level of significance

TABLE 9

MAINTAINING APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL, OPEN-MINDEDNESS, FLEXIBILITY

MULTIPLE COMPARISONS: FISHER' LSD - A MATRIX OF PROBABILITIES

RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	**.331	1.000	**.331	*.126
Cooperating Teachers Spring 85	**.331	1.000	**.331	1.000	.546
University Supervisors Spring 85	1.000	**.331	1.000	**.331	*.126
First Year Teachers Spring 86	**.331	1.000	**.331	1.000	.546
School Principals Spring 86	*.126	.546	*.126	.546	1.000

*p< .126 or .13 level of significance

**p< .331 or .33 level of significance

TABLE 101

SUMMARY SHOWING LEVELS OF SIGNIFICANCE FOR VARIANCE AMONG EVALUATORS OF FALL 1984 STUDENT TEACHERS AS FIRST YEAR TEACHERS

Competency Evaluated	Significance Level	Evaluators Showing the Greatest Variance From Each Other
Practices Punctuality	.06	School Principal - Cooperating teacher
Develops Rapport	.07	Student Teacher - University Supervisor
Personal Behavior	.09	Student Teacher - Principal
Professional Appearance	.10	Student Teacher - University Supervisor
Determines Student Needs	.17	Principal - University Supervisor
Manages Classroom Behavior	.17	1st Year Teacher - University Supervisor
Confidence in Ability	.22	1st Year Teacher - Student Teacher
Communicates Effectively	.22	1st Year Teacher - Principal
Profits from Suggestions	.23	1st Year Teacher - Student Teacher
Manages Classroom Facilities	.26	1st Year Teacher - Student Teacher
Counsels Students Effectively	.26	Principal - University Supervisor
Develops Lesson Plans	.29	1st Year Teacher - Cooperating Teacher
Develops Evaluation Devices	.30	1st Year Teacher - Cooperating Teacher
Practices Professional Ethics	.32	1st Year Teacher - Student Teacher
Works with Various Cultures	.36	1st Year Teacher - University Supervisor
Resources for Teaching	.37	1st Year Teacher - Student Teacher
Presents Lessons Effectively	.37	1st Year Teacher - Cooperating Teacher
Work with Exceptional Students	.37	1st Year Teacher - Student Teacher
Professional Organizations	.38	1st Year Teacher - Cooperating Teacher
School Activities	.38	1st Year Teacher - University Supervisor
Strategies for Teaching	.38	1st Year Teacher - Cooperating Teacher
Resources for Lesson Develop.	.39	1st Year Teacher - Student Teacher
Interprets Student Progress	.39	1st Year Teacher - Student Teacher
Cooperates with School	.42	1st Year Teacher - Student Teacher
Enthusiasm for Teaching	.44	1st Year Teacher - Student Teacher

TABLE 102

SUMMARY SHOWING LEVELS OF SIGNIFICANCE FOR VARIANCE AMONG EVALUATORS OF SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS

Competency Evaluated	Significance Level	Evaluators Showing the Greatest Variance From Each Other
Practices Punctuality	.06	Cooperating Teacher-University Supervisor
Professional Appearance	.08	Cooperating Teacher-University Supervisor
Develops Rapport	.12	Cooperating Teacher-School Principal
Personal Behavior	.13	1st Year Teacher-Student Teacher
Manages Classroom Behavior	.15	Principal-University Supervisor
Communicates Effectively	.17	1st Year Teacher-University Supervisor
Accepts Suggestions	.17	1st Year Teacher-University Supervisor
Practices Professional Ethics	.20	1st Year Teacher-University Supervisor
Counsels Students Effectively	.29	1st Year Teacher-University Supervisor
Develops Evaluation Devices	.31	1st Year Teacher-University Supervisor
Develops Lesson Plans	.32	1st Year Teacher-Student Teacher
Confidence in Ability	.33	1st Year Teacher-Student Teacher
Obtains Resources for Teaching	.34	1st Year Teacher-University Supervisor
Enthusiasm for Teaching	.36	1st Year Teacher-Student Teacher
Determines Student Needs	.36	1st Year Teacher-University Supervisor
Manages Classroom Facilities	.36	1st Year Teacher-Student Teacher
Works with Various Cultures	.37	1st Year Teacher-University Supervisor
Work with Exceptional Students	.37	1st Year Teacher-Student Teacher
School Activities	.38	1st Year Teacher-University Supervisor
Resources for Lesson Develop.	.38	1st Year Teacher-Student Teacher
Interprets Student Progress	.38	1st Year Teacher-University Supervisor
Presents Lessons Effectively	.39	1st Year Teacher-University Supervisor
Professional Organizations	.42	1st Year Teacher-Principal
Cooperates with School	.42	1st Year Teacher-Student Teacher
Strategies for Teaching	.44	1st Year Teacher-Cooperating Teacher

Conclusion

Tables 101 and 102 show the levels of significance for the variance found relative to all evaluations applied to the undergraduates as student teachers and to them one year later as first year teachers.

The null hypothesis of this study was that no difference would be found between the means of the student teachers' self-evaluation. Likewise, no differences would be found between the means of the cooperating teachers' and university supervisors' evaluations of the same student teachers. Further, the null hypothesis also stated that the self-evaluation provided by the first year teachers, and the school principals' evaluation of the same first year teachers would be of no difference. In contrast, the research hypothesis of this study was that significant differences would be found at the .05 level of probability relative to all the above evaluations. Tables 101 and 102 both show that the greatest probability level occurred at the .06 level. Thus, for the purposes of this study, the null hypothesis of no significant difference should not be rejected but retained. However, it can readily be noted that some differences were approaching the .05 level of probability.

APPENDIX A
THE EVALUATIVE INSTRUMENTS

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____Semester_____
University Supervisor_____Supervising Teacher_____

Directions: In order to evaluate your performance during student teaching, please rate your competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not perform a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long-range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self-control, open-mindedness, flexibility, etc.	___	___	___	___	___	___

Comments

_____
Student's Signature

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____Semester_____
University Supervisor_____Supervising Teacher_____

DIRECTIONS: Rate the Student Teacher's performance on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the student teacher in a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self-control, open-mindedness, flexibility etc.	___	___	___	___	___	___

Comments

_____
Cooperating Teacher

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____Semester_____
University Supervisor_____Supervising Teacher_____

DIRECTIONS: Rate the Student Teacher's performance on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the student teacher in a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in the ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
21. Work effectively with exceptional students						
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self-control, open-mindedness, flexibility, etc.						

Comments

_____
University Supervisor

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE

Name_____School District_____Building_____

Assignment: Subject_____Grade Level_____

Directions: In order to evaluate your readiness for assuming the responsibility to teach, please rate your competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long-range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.	___	___	___	___	___	___

Comments

_____
Ex-student's Signature

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE

Name_____School District_____Building_____

Assignment: Subject_____Grade Level_____

Directions: In order to evaluate the Teacher's readiness to assume the responsibility of teaching, please rate his/her competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the first year teacher performing a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long-range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.	___	___	___	___	___	___

Comments

_____
Principal's Signature